Recreation Competencies and Learning outcomes:
North Vancouver Recreation and Culture Commission

This Applied Research Project partnered with the North Vancouver Recreation Commission to explore the relationship between the competencies students and graduates gain from the Langara College Recreation Leadership Diploma and Bachelor of Recreation Management Programs, to programming and supervisory job positions in the Recreation Field.

The researchers for this project were Janet Ready and Joanne Edey-Nicoll, Faculty of Recreation Studies, Langara College.

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Executive Summary

In this Applied Research Project, two researchers from Langara College Recreation Studies Department worked with North Vancouver Recreation Commission (NVRC) to see how competencies required in Recreation Programming and Supervisory Positions in NVRC align with learning outcomes in Recreation Leadership Diploma /Bachelor of Recreation Management Program.

Two Frameworks were created by Researchers to explore the alignment between Competencies and Learning Outcomes. The first framework or matrix was based on a review of the current literature to see what competencies are required for recreation professionals. This matrix provided a bigger view of the recreation field and provided an opportunity to see where NVRC's competencies for their positions fit and connect to Learning Outcomes from Langara Recreation Programs within the larger view of what could or should be required in the recreation field. The second set of matrixes were a direct comparison between competencies in three job postings from NVRC and the Learning Outcomes from the Recreation programs at Langara.

Five interviews were conducted with Senior Managers and Directors in the Recreation Field to gain perspective on the information and the value in the Matrixes and see if there were other factors that should be considered in looking at this issue. The interviews provided support for the matrix information and gave information about "soft skills" the interviewees felt were required in the jobs that weren't reflected in the competencies – but should be considered in hiring and teaching recreation.

Introduction and Proposal Overview

The North Vancouver Recreation Commission (NVRC) is committed to hiring Recreation Programmers and Supervisors with recreation education, but are wanting to bring a more comprehensive, transparent lens to their hiring processes and screening criteria. The NVRC wanted to take an expanded look into the learning outcomes/competencies gained through the Langara Bachelor of Recreation Management (BRM) program and determine how they align to the specific Recreation Programming and Supervisory positions within their department. The first two years of the Bachelor of Recreation Management is the Recreation Leadership Diploma at Langara College.

This research project was funded through Langara College Recreation Studies Department. The research was conducted by two of the department faculty members. In addition to being Recreation Educators, both faculty have municipal recreation (civic government) backgrounds.

The focus of this project is to explore the relationship between the competencies students and graduates gain from Langara's Recreation Leadership Diploma and Bachelor of Recreation Management (BRM) programs, to Programming and Supervisory job positions in the Recreation Field.

The current job postings within North Vancouver Recreation Commission (and other municipal recreation organizations), list a Diploma or Degree in Recreation as "Desirable Training and Experience" as desirable. The postings also include the phrase, "equivalent training and experience". This study provides a better understanding of the competencies required for various Recreation Programming and Supervisory jobs. It also examined other related training (eg. aquatic leadership courses) in order to define "equivalent training and experience".

The full project proposal is in Appendix A.

Background and Context

The goal of this research project was two-fold; First it was to identify competencies required in Municipal Recreation Supervisory and Programming positions and then to determine how Learning Outcomes gained through the Langara Recreation Leadership Diploma and BRM programs aligned with these competencies and with the knowledge/skills/ abilities required for Recreation programming and supervisory positions in North Vancouver Recreation and Culture Commission.

Senior Managers and Recreation Directors from five Municipalities where interviewed to determine if the competencies required for similar positions in recreation were consistent with NVRC and if they had additional input on the matrixes.

Competencies and Learning Outcomes

Langara College Recreation Studies Department uses *Learning Outcomes* to measure a students' progress in their course work. Municipal Recreation organizations use *Competencies* to determine if a candidate is a fit for a position and to assess if an employee is proficient in their job. While the terms *Competencies* and *Learning Outcomes* are related, the meaning of each term is different (Gosselin).

To provide a distinction between and an understanding of each term, *Learning Outcomes* and *Competencies* need to be operationalized. Operationalizing terms does not merely give them a

definition, but rather, it defines and describes the terms so that can they can be used in research.

Learning Outcome:
The term *Learning Outcome* is more commonly used in educational settings. A *Learning Outcome* is a statement or a series of statements that describes what a student must accomplish to successfully complete a course. *Learning Outcomes* are measureable; an assessment is conducted to ensure the desired learning has occurred (University of Texas, Gosselin).

Competency:
The term *Competency* is more closely aligned with professional workplace settings. Competencies are a set of skills, abilities and behaviors. They relate to an individual's job responsibilities, roles and capabilities. It is the ability to apply related knowledge to enable an employee to effectively perform their job duties. (University of Texas, Gosselin).

The following example illustrates the difference between a *Learning Outcome* and a *Competency.*

Example:

Competency: Critical Thinking

Learning Outcome:

- apply learning to practical situations
- make connections between theory and workplace situations
- think analytically and systematically
- ask probing questions
- recognize the differences among facts, opinions, and judgments
- respond logically to misconceptions
- solicit feedback, evaluate, and revise
(Gosselin)

Key Distinction: A true learning outcome is written so that it can be measured or assessed. It focuses on what the student is able to do at end of a program (or course). Thus, learning outcomes are the basis for an assessment program that focuses on what a student can or should be able to do either upon completion of a course or upon graduation from a program. The term learning outcome is used more commonly in the context of a program or course of instruction. The term competency is more commonly used in relation to professional fields (i.e. dentistry, nursing). (Gosselin 2013)

In this research project the challenge was to compare competencies in the NVRC job postings with Learning Outcomes in the Recreation Education Programs at Langara College – while keeping in mind they are not the same measures. Learning Outcomes and competencies are similar enough that a comparison can be made (a line can be drawn) from a learning outcome in a course to a competency required in a job posting or job description.

Methodology

To ensure all parties had the same understanding, the terms *Learning Outcomes and Competencies* were clearly defined and described so that they could be used in research.

The researchers used a systematic approach to analyze theoretical data derived from a variety of sources and applied it to the field of study.

They created a framework that translated the learning outcomes in the Recreation Leadership Diploma and Bachelor of Recreation Management courses into the theory of competencies required in recreation work. They then used this framework to analyze job postings and job specifications for Recreation Programmer and Recreation Supervisor roles within NVRC. This resulted in two matrixes;

The matrix, titled Competencies, Courses and Positions (Appendix B), translates the learning outcomes in the Recreation Leadership Diploma and Bachelor of Recreation Management courses into competencies required in recreation work. The last three matrixes (Appendix C) reflect a direct connection from the learning outcomes in the Langara Recreation courses to the competencies required for the Job Postings for Recreation Programmer I, II, and Recreation Facility and Program Supervisor in NVRC. Other related training from aquatic leadership courses was examined in order to define "equivalent training and experience".

Following the completion of the matrixes, the study used action research to examine the perspectives of Senior Recreation Managers in five different BC municipalities; Vancouver, Richmond, New Westminster, Trail, and Abbottsford. The research was conducted through structured individual interviews to seek feedback about the additional competencies, knowledge, skills and abilities they look for that are not included in the job descriptions and about additional titles and categories in the matrixes.

Findings and Discussion

<u>Research from Data Sources</u>

The researchers set out to identify competencies required in Municipal Recreation Supervisory and Programming work and to determine how academic Learning Outcomes from Recreation Programs at Langara College aligned with these competencies and with the knowledge/skills/abilities listed in Recreation Programmer and Supervisory job postings.

This resulted in the development of two sets of matrixes.

The matrix, titled Competencies, Courses and Positions (Appendix B), translates the learning outcomes in the Recreation Leadership Diploma and Bachelor of Recreation Management courses into competencies required in recreation work and correspond with the required Knowledges, Skills and Abilities from each of the respective Recreation positions. It also identified competencies that are required for recreation professionals.

It identified significant gaps between the competencies required in recreation work and the required Knowledges, Skills and Abilities required for Recreation Programmer I, II, and Recreation Facility and Program Supervisor in NVRC.

The second set of matrixes, titled Comparison of Competencies and Learning Outcomes Matrixes, (Appendix C) compared the connection from the learning outcomes in the Langara Recreation courses to the competencies required for the Job Postings for Recreation Programmer I, II, and Recreation Facility and Program Supervisor in NVRC. The interviews identified additional competencies, knowledge, skills and abilities Senior Recreation Managers look for that are not included in the Recreation Programmer and Recreation Supervisory job descriptions.

The findings from this set of Matrixes (Appendix C) show that there is a strong alignment between the Learning Outcomes in the courses of the Bachelor of Recreation Management to the competencies required in the three job postings that were analyzed. Therefore if the job posting "desires" recreation education – then a candidate who applies with a Recreation Degree would have been assessed on learning outcomes that are the same as the competencies required in the job postings. It should be noted that due to the position of the researchers and the time constraints of this research project, only the Bachelor of Recreation Management program (which includes the Recreation Leadership Diploma) at Langara College was analyzed in this comparison.

The researchers noted that some of the competencies were fulfilled in the assessments of the learning outcomes as well as the learning outcomes themselves. For example if an assignment in a course required the student gather research through interviewing Recreation

Professionals, or observing programs or groups in recreation – or running a special event from start to finish within the community – that action as part of the assessment of the learning outcome also connected to competencies listed in the NVRC job postings.

The researchers would also like to include the following notes about the Comparison of Competencies and Learning Outcomes matrixes (Appendix C) in this findings section:

- There is local information/training required by each municipality on internal policies, programming software, reporting procedures that are not specifically taught in the RECR or BUSM courses – but some of the courses provide overarching ideas/theories/information that would provide a background for students to prepare them for location-specific information.

- Some courses in the Langara Recreation Programs have learning outcomes not required in the specific position – but would provide a strong context and understanding and perhaps knowledge and skills that would be beneficial – although not required in the specific job description. (ie. Public Relations, Financial Management, Library and research course)

- The Required Knowledge, Abilities and Skills are the same in the job postings for Recreation Programmer 1 and Recreation Programmer II except that the Recreation Programmer II position requires "considerable" or "sound" knowledge in the areas, and the Recreation Programmer 1 position requires "working" knowledge so the same learning outcomes in the courses would apply to both positions. Some of the interviewees noted that the phrase "demonstrated" knowledge provides a basis for evaluation of the skill.

Training from Aquatic Leadership Courses

Other related training from aquatic leadership courses was examined to define "equivalent training and experience". The following programs were reviewed: Water Safety Instructor Trainer Course, Lifesaving Instructor Trainer, and I CAN Swim Teacher Course Conductor.

It was found that the emphasis of these courses was to prepare people to teach aquatic certification courses. They learned teaching strategies, planning, class management, and safety supervision.

This knowledge and these skills differed from those that were required for Recreation Programmer and Supervisory positions in that Aquatic courses were focused on teaching and planning / managing swimming lessons and the knowledge, skills and abilities required for the Recreation Programmer and Supervisory were multifaceted and more complex.

The competencies for these positions included the understanding of the conceptual foundations of recreation, such as the history and the benefits of recreation and play; professionalism, such as current issues and trends, and ethical principles; the roles, interrelationships and use of diverse delivery systems in promoting community development; creativity in the development of recreation and cultural programs and events; administration and management of services and facilities, such as research and data analysis, setting and meeting organizational goals; policy formulation, governance, organizational structures, information technology management, the principles of budgeting and financial management, grants and sponsorships, marketing strategies, public relations strategies, media relations, professional communication, public speaking, and technical writing. They are also required to know how to assess recreation areas and facilities; the legal aspect of recreation, preventative maintenance and operations such as planning, organizing, developing, and scheduling of routine, preventative, and emergency maintenance and operational tasks.

It appears that some similarities between the Aquatic courses and the experience Aquatic staff gain on the job and the knowledge, skills and abilities required for the Recreation Programmer and Supervisory centered around principles of evaluation. Further studies of the learning outcomes of the aquatic courses and the knowledges, skills and abilities required for the Aquatic supervisor positions may find additional similarities.

Results of Interviews with Senior Recreation Directors/Managers

The data from the structured individual interviews confirmed what the literature said about competencies required for Recreation Programmer and Recreation Supervisory positions and provided some additional titles and categories in the Appendix B matrix. These titles and categories encompassed 'soft skills'; skills that individuals inherently possess and cannot necessarily be taught. The following phrases and concepts are in the words of the interviewees. These include, but are not limited to:

- fitting into the culture of an organization
- working effectively with others within an organization
- the ability to reflect
- the ability to earn the trust of others in an organization and community
- the ability to ask informed questions
- be seen as the expert but also the ability to be curious
- the ability to make connections between unrelated circumstances; chain of thinking
- critical thinking / problem solving
- emotional Intelligence, social intelligence
- possessing a moral compass and responding ethically to difficult situations
- balance empathy with procedure

- analyze the underlying part of the problem and determine the effectiveness of what we are doing (ie. Homelessness)
- thinkers not just doers
- the ability to be curious and determine the 'why' behind the situation
- understanding the responsibility of working as a public employee
- working collaboratively with others
- be authentic.
- ability to understand and balance programming – seeing the whole picture of participant needs and experience. Understanding pairing of programs – looking at facilities from an experience perspective – blending between facilities
- understanding gaps in community consultation and how to build capacity, coalitions in the community
- the ability to bring 'best practices' of the field to their current positions
- The ability to make decisions based on the values of the recreation organization and consistently apply organizational policies
- having a "social planning" orientation – ability to understand demographics – take information and then apply it to see how it could work in the community
- more business sense – we are a service but need to operate like a business. Needs to be fiscally responsible in the business sense Understanding that balance.
- common sense – manners, courtesy, giving your seat up to someone on the bus, awareness, customer service – but more than that. When people are hired onto the team they become an ambassador for the organization and their behavior has to reflect that. Holding yourself to a high personal standard.

Other information findings from the interviews that connect to the research

Some of the people interviewed identified gaps between entry level positions (feeder positions) and Programmer positions and Facility Supervisor Positions. (eg.) Graduates of the Recreation Leadership Diploma program are good candidates for entry level positions, whereas Programmer positions and Facility Supervisor Positions require a higher level of education – BRM and years of experience.

Another gap was identified between Facility Supervisor and Senior or Area Manager positions. People interviewed felt that a new level of skills were required for someone to move through the gap that weren't always there. The question then was – how can we provide training for staff who want to move through that gap to that next level? Better transition through these positions – more intensive training from programmer to senior management was required. When the focus is on management, bigger vision as well as more skills are needed.

Generally people interviewed "desired" recreation education to be hired into recreation jobs. As one interviewee said, "why not" – "are we doing ourselves a disservice by not hiring recreation professionals into recreation jobs?" This interviewee talked about the possibility of having a Recreation Professional Designation. "Even heritage has their own designation. The

engineers have professional designation for all engineers – so they are aligned – then they have their own specialties within that. We should have a recreation designation for professionals who have taken an ethics exam and have clear competencies that have been completed." Some people interviewed acknowledged that recreation education is important but if a good candidate didn't have that – but had business or planning education they may be considered. Another interviewee talked about the importance of having a balance of traditional and non-traditional thinkers in the organization – identifying that the competencies in the matrixes are still traditional. The importance of innovative and future thinkers in recreation.

Provide opportunities to "jump back into learning" for staff – this idea was supported by another interview – either in-organization training and development or partnering with a Post-secondary College, University to have courses their staff can take to increase knowledge and skills.

Interviews identified the need for staff to understand business models but also understanding that recreation is not a business. They identified Business knowledge such as accounting, Human Resources, Organizational Behaviour, Marketing, Purchasing as important to work in recreation – in addition to a good understanding of recreation as a public good. As one interviewee said, "We need people with business sense. We are a service but need to operate like a business. People need to be more innovative and need to understand where we can make money so we can spend it elsewhere in the organization – business sense."

In the interviews the size of the municipality influenced the recreation staff requirements and positions available – as well as the qualifications of candidates in the hiring pool. One interviewee noted that in smaller communities, it is more difficult to find qualified staff. As such, if post-secondary courses were available on-line, existing staff could upgrade their education while continuing to work.

The Recreation Programmers and Recreation Supervisory positions in smaller communities have a wider range of responsibilities than those in the larger communities. In smaller communities, these positions could also have facility attendant and clerical/administrative and maintenance responsibilities in addition to their programming and supervisory responsibilities. They tend to be generalist versus specialists and are required to have a broader knowledge base.

One interviewee noted that they are having challenges hiring into entry level positions in recreation due to current demographics and a smaller labour pool. This may result in the recreation organization hiring applicants without recreation education to fill these positions. This seems to be a larger trend across the Lower Mainland with many businesses and services advertising job postings for entry level workers. This could be a result of the cost of living in Metro Vancouver, changing demographics in this entry level labour pool or other factors.

Conclusions and Recommendations

The action research resulted in four conclusions.

First, Recreation Programmer and Recreation Supervisory positions require a wide range of competencies.

Second, there is a gap between competencies required in recreation work and the required knowledges, skills and abilities required for Recreation Programmer I, II, and Recreation Facility and Program Supervisor in NVRC.

Third, there is a gap between the knowledge, skills and abilities Senior Recreation Managers look for when hiring Recreation Programmers and Recreation Supervisors and those that are listed in the job descriptions.

Finally, there is an opportunity for Langara and/or other post-secondary institutions to provide on-line training for existing recreation staff to upgrade their knowledge, skills and abilities while continuing to work. This could provide an opportunity for Recreation organizations to support existing staff in their professional development by providing a "professional path".

This document and accompanying appendixes can be used as a reference or a starting document for Senior Recreation Directors/Managers when reviewing job classifications, evaluating Recreation Programmers and Recreation Supervisors and when hiring candidates for these positions.

Researcher Learning

In the spirit of assisting future researchers, this study's researchers highlight lessons learned:

Joanne's learning:

Determine the project deliverables and recheck with the project partners through the process. In my past experience, I realized that it is critical for the sponsoring organization to understand and articulate their final expectation of the research project. Research can go off track if the project deliverables are not clearly articulated. Clearly articulated expectations and ongoing communication between NVRC, the sponsoring organization and Langara faculty was effective in keeping this project focused so that the agreed upon deliverables were achieved.

Adopt a system of organizing the literature and the data. Research can be 'messy' and having a system to organize the data collected through academic and practical sources allowed the researchers to maintain their focus and stay within the scope of the project without straying

from the original topic.

Be open to the unexpected. People go into research projects with preconceived ideas of the outcomes. Despite their biases, the researchers endeavored to keep open minds and be open to possibilities. To genuinely listen with the intent to learn was a valuable lesson for the researchers.

Be realistic about the amount of time and focus action research takes. The project provided 75-100 hours of researcher work. The initial deliverable needed to be adjusted.

Janet's Learning:

Part of my mission statement as a Recreation Educator is to support practitioners in their work –this project provided an opportunity to connect to that and to use my knowledge and skills to support "on the ground" important work – I think it's an important role for us in Post Secondary Education. I think Applied Research is a very effective way of exploring current and relevant challenges in the field and providing perspectives through research and interviewing to support recreation organizations.

I always learn a lot more about research in every project. In this case – I thought the really tough part would be figuring out how to compare Competencies to Learning Outcomes because it's not apples to apples – but this came together as it has been addressed well by other researchers – and we got to get onto a path they had already forged (thanks Gossellin).

When we started working on this research project I realized it was actually a continuation of a conversation I had already had with some senior recreation professionals. So working on this was like pulling that thread and creating an opportunity to share information and perspectives within a more structured framework.

Collaborating with Joanne Edey-Nicoll on this Research Project was a highlight. She has a solid understanding of this topic area from her previous work in recreation as Assistant Director of Parks, Recreation and Culture in New Westminster. Joanne brought perspective and clarity to the work early on which helped me get oriented and gain insight into this topic area. Joanne and I co-teach RECR 4400 Applied Major Project – the Capstone course in the BRM. This research project enabled us to "Walk the Talk" of doing Applied Research in the field – exactly what we expect of our students in that course. It fuels my integrity as an instructor in that course to know that we are both current in doing Applied Research.

I was inspired to work with Jaimie Brown and Jennifer Wilson in the NVRC – they are asking good questions that will grow their staff, NVRC and the Recreation Field.

Through the research project and interviews, I had the opportunity to grow some relationships with Senior Recreation Professionals. These relationships and these conversations are

important to my work as a Recreation Educator – and will be important for our Department as we go through the Program Review Process scheduled for Spring 2019.

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Appendix A

Applied Research Project Proposal, Recreation Studies Dept., Langara College

The focus of this project is to explore the relationship between the competencies students and graduates gain from Langara's Recreation Leadership Diploma and Bachelor of Recreation Management Programs, to programming and supervisory job positions in the Recreation Field. North Vancouver Recreation Commission (NVRC) will be the partnering Recreation organization.

<u>Background and Rationale</u>

Currently job postings within North Vancouver Recreation Commission (and other municipal recreation organizations), list a Diploma or Degree in Recreation as "Desirable Training and Experience". The postings also require "equivalent training and experience".   This study will provide a better understanding of the competencies that Recreation Diploma and Degree graduates have.

The North Vancouver Recreation Commission (NVRC) is committed to hiring Recreation Programmers and Supervisors with recreation education, but are wanting to bring a more comprehensive, transparent lens to their hiring processes and screening criteria which would be improved greatly through this project. The NVRC would like this research to take an expanded look into the learning outcomes/competencies gained through the Langara Recreation Leadership Diploma and BRM programs and how they align to the various programming and supervisory positions in the recreation field. They would also like the researchers to examine other related training (ie aquatic leadership courses) as they are also interested in defining "equivalent training and experience".

This research provides an opportunity for the researchers to translate learning outcomes from the recreation courses and programs into competencies required in the recreation workplace. This translation would be very beneficial to how we promote our Recreation Programs with employers and potential students. The outcomes of this research would also be valuable to Langara Recreation Department's Program Review which is coming up in the next few years.

<u>Description of Proposed Project</u>

- Working with NVRC, the researchers will develop a framework that compares learning outcomes for the recreation courses at Langara to competencies required in various programming and supervisory positions in the recreation field.
- There will be six parts to this research project:
  o   Define the concepts of learning outcomes and competencies in order to provide a translation from learning outcomes to competencies
  o   Create a framework that translates the learning outcomes in the Recreation Leadership Diploma and Bachelor of Recreation Management courses into

competencies required in recreation work.

- o   Use this framework to analyze job postings and job specifications for programmer and supervisor roles within NVRC.
- o   Explore other education and how it connect to competencies required for NVRC
- o   Identify and interview five Municipalities in the Lower Mainland to test if the competencies required for similar positions in recreation are consistent with NVRC
- o   Research professional development, education and training opportunities in Canadian Parks and Recreation Association, British Columbia Recreation and Parks Association and National Recreation and Parks Association what competencies are identified as being valuable to recreation work.
- This project provides 75-100 hours of researcher work in this area

Deliverables

- A report informing each of the above six parts of the research.

Proposed Researchers

- It is recommended that this project is completed as a joint venture between two Langara Recreation Studies faculty; Janet Ready and Joanne Edey-Nicoll.

Timeline

Deliverables will be completed by Sept 30, 2017 – Specific timeline of research will be coordinated with North Vancouver Recreation Commission.

Connection to Langara College Academic Plan, Strategic Plan, Vision, Mission and Values

This project connects strongly to the Langara College Academic Plan and Strategic Plan as well as the values of the college in significant ways:

This research project connects to the Academic Plan Priority One – Learning and Teaching. Both of the Researchers currently teach the RECR 4400 Applied Major Project Capstone course where students are required to conduct a comprehensive research project with a recreation organization. This research proposal ensures that the instructors stay current in the recreation field and in research methodology that provides a model for what the students are expected to do in the RECR 4400. They are walking the talk.

This research project connects to the Academic Plan Priority Five – Environmental, financial and social sustainability. There is a strong element of "cross-disciplinary" intention in this proposal working with the North Vancouver Recreation Commission. This project will build partnerships with the recreation field and provides applied research in a real and tangible way to the community.

This research project connects to the Langara's Strategic Priority of being "Student Focused". We It will provide Langara's diverse student community with the services, programs, skills and experiences to be

productive, creative, and engaged global citizens. (Langara Strategic Plan). By supporting Langara's Recreation faculty to conduct applied research within the Recreation field, Langara's Recreation Studies Department will be able to use this research to enhance the curriculum in the Recreation courses and connect them strongly to what is currently happening in the Recreation Field.

This research project connects to Langara's Strategic Priority of "Employee sustainability" – by providing ongoing opportunities for leadership and professional development at all levels of the organization. This project provides an opportunity for leadership and professional development for faculty within the department of Recreation Studies in working with the Municipal Recreation field to conduct applied research.

This research project also connects to Langara College's Strategic Priority of "Communication and Advocacy". This project serves to "expand Langara's profile with key stakeholders" (Langara Strategic Plan). This applied research project creates a valuable connection for the Langara College Recreation Studies Department to the Municipal Recreation field and expands the profile of the faculty and program of Applied Researchers in this area.

This research project connects to all of the Langara College Values – with a specific focus on the "innovative" category as Langara College is currently seeking opportunities for Applied Research that is well connected to the community:

- **Student-Focused**
  Decisions are made with learners in mind.
- **Collegial**
  Open and inclusive discussion in a respectful environment.
- **Innovative**
  New ideas are welcomed and integrated where possible.
- **Accessible**
  Programs and services are accessible to learners across the community.

Benefits to North Vancouver Recreation Commission and the Recreation Field in BC

The research will be utilized to grow knowledge and clarity about the competencies students have when they graduate from Recreation Education programs at Langara.   It will provide relevant, practical support and information about competencies required in the recreation field.

This proposal was created in collaboration with the North Vancouver Recreation Commission. Contact: Jaimie Brown, Community Recreation Coordinator – East Area BrownJ@nvrc.ca

This proposal is submitted by Janet Ready and Joanne Edey-Nicoll, Recreation Studies Faculty on June 23, 2017.

Appendix B

Translation of learning outcomes in the Recreation Leadership Diploma and Bachelor of Recreation Management courses into competencies required in recreation work.

Matrix Title: Competencies, Courses and Positions

The Chart
The foundation of this chart was derived from the National Recreation and Parks Association (NRPA) Council on Accreditation Standards. These represent accreditation standards in the United States. Some of the section headings, competency titles, and understanding of the competencies are the same, whereas, some have been changed to make them relevant to Recreation in BC, Canada. The information was supplemented with research from Alberta Recreation and Parks Association, the Canadian Parks and Recreation Association (CPRA) and input from professionals in the Parks, Recreation and Culture sector.

The Format
The chart has ten sections that represents competencies in various topic areas. Each section has four columns; Competency Titles, Understanding of the Competencies, Related Courses in Langara Recreation Studies and Positions within North Vancouver Recreation and Culture Commission (NVRC).
- The first column; Competency Titles – lists the title of the competency.
- The second column; Understanding of the Competencies – represents the content or the description of each competency.
- The third column; Related Courses in Langara Recreation Studies – translates the learning outcomes of the Recreation Leadership Diploma and Bachelor of Recreation Management courses into competencies required in recreation work
- The fourth column; Positions within NVRC – correspond with the Required Knowledges, Abilities and Skills from each of the respective Recreation positions.

Supporting Information
- A list of Learning Outcomes from the courses in the Recreation Diploma, Bachelor of Recreation Management Degree, Business Management, Marketing Management and Financial Management is included at the end of this matrix. (Appendix 'A')
- Also included are the Required Knowledges, Abilities and Skills from the following Recreation positions in NVRC:
  Recreation Programmer I, Recreation Programmer II, and   Recreation Facility and Program Supervisor.

Competency – Conceptual Foundations			
Competency Title	**Understanding of Competency**	**Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A**	**Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor**
Significance of play, recreation and culture	An understanding of the relationship between the historical, multicultural, technical, economic, political, social, international, physical, philosophical, cultural and environmental perspectives.	• RECR 1160: Foundations of Leisure and Recreation • RECR 1166: Valuing Diversity in Leadership • RECR 4270: Management of Recreation Systems • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	RPII - Sound knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational programs.
Foundations of play, recreation, and culture	An exploration of the concepts of play, recreation, and culture and the role these concepts have in the delivery of recreation services	• RECR 1160: Foundations of Leisure and Recreation • RECR 3160: Leisure Theory and Applications • RECR 4400: Applied Major Project • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	RP1 - Working knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational programs.
Importance of play, recreation and culture throughout life	An appreciation for how the importance and influence of play, recreation, and culture change across various life stages. This includes the developmental, preventative, and therapeutic role of these concepts.	• RECR 1160: Foundations of Leisure and Recreation • RECR 4160: Professionalism in Recreation Management • RECR 4150: Community Recreation Systems • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	RPII - Considerable knowledge of the recreational, social, and cultural interests, requirements and resources of the area served.
Interrelationship between play and natural environment	An understanding of how the natural environment will influence one's recreation behavior, as well as how	• RECR 3160: Leisure Theory and Applications	

	the natural environment facilitates the achievement of a state of leisure.		
Environmental ethics and its relationship to leisure behavior	An understanding of environmental protection and preservation in parks and recreation facility development and program provision.	• RECR 4160: Professionalism in Recreation Management • MARK 3250 - Public Relations • RECR 1170: Introduction to Recreation Facilities and Environments	
Importance of health and wellness for individuals, organizations and the community, as a whole.	An understanding of the benefits of personal health and wellness, a balanced lifestyle and self-care for individuals. An awareness of the principles and ideologies of health and wellness in organizations and in communities.	• RECR 1160: Foundations of Leisure and Recreation • RECR 1166: Valuing Diversity in Leadership • RECR 3160: Leisure Theory and Applications • RECR 4160: Professionalism in Recreation Management • RECR 3120: Promoting Wellness within Communities • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • 3230 - Leadership Management in Community Recreation	RFPS - Considerable knowledge of organized community recreation principles and practices.
History and development of the recreation, park resources and recreation and culture service profession	Milestones in the development of the profession.	• RECR 1160: Foundations of Leisure and Recreation • RECR 4160: Professionalism in Recreation Management • RECR 4270: Management of Recreation Facility Systems • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	

Competency – Professionalism

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Professional organizations	Evolution of the current professional parks, recreation and culture organizations (eg) BC Recreation and Parks Association, Recreation Facilities Association of BC, Canadian Parks and Recreation Association, National Recreation and Parks Association.	• RECR 4160: Professionalism in Recreation Management	
Current issues and trends in parks, recreation and culture	An understanding of the issues currently affecting the profession and how these issues evolve over time. Current issues may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging population, leisure based businesses, use of open space, environmental impact, gender, sexuality, and private versus public enterprises.	• RECR 1166: Valuing Diversity in Leadership • RECR 2470: Recreation Issues and Trends • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 3120: Promoting Wellness within Communities • RECR 4160: Professionalism in Recreation Management • RECR 1270: Applied Skills in Recreation	

Ethical principles and professionalism	The philosophy about morals, and judgment to professional practice. The importance of following professional code of ethics and standards of conduct and how these two areas are critical in defining recreation and cultural services as a profession.	• RECR 4160: Professionalism in Recreation Management • BUSM 2200 - Organizational Behaviour • MARK 3250 - Public Relations	
Professional development	Importance of recreation education, credentials, certification and contributing to the advancement of the profession. Ongoing training and maintenance of these credentials through attending national, regional, and local education programs, and training in professional organizations. Ability to pursue lifelong learning opportunities in the recreation, culture and parks sector.	• RECR 2388: Internship Orientation and Portfolio Development • BUSM 2115 - Human Resources Management • RECR 4270: Management of Recreation Facility Systems • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • 3230 - Leadership Management in Community Recreation	

Competency – Delivery Systems

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Knowledge of parks, culture and recreation service delivery	Ability to plan, implement, and evaluate a diverse range of public parks, culture and recreation programs and activities designed to meet the needs of a selected community. Understand concepts, principles, and procedures for comprehensive services planning, implementation, and evaluation	• RECR 1160: Foundations of Leisure and Recreation • RECR 1166: Valuing Diversity in Leadership • RECR 1168: Recreation Program Planning • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4270: Management of Recreation Facility Systems	RPII - Considerable knowledge of organized community recreation principles and practices.
Food and beverage services	Ability to design and implement food and beverage operations for park and recreation venues Ability to identify regulatory requirement for food and beverage operations and be able to access the regulations.	• RECR 3120: Promoting Wellness within Communities • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations • RECR 1170: Introduction to Recreation Facilities and Environments	

Diverse delivery systems of parks, recreation and culture services; private, public, not-for-profit	An understanding of the private, public, profit, and not for profit delivery systems that address the recreation and cultural needs of the public, how they work together, and their importance.	• RECR 1160: Foundations of Leisure and Recreation • RECR 1166: Valuing Diversity in Leadership • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4270: Management of Recreation Facility Systems • MARK 3250 - Public Relations • RECR 1170: Introduction to Recreation Facilities and Environments • RECR 1270: Applied Skills in Recreation	
Inclusion practices in parks, recreation and culture programs and services	Addressing inclusiveness within the operation of programs and services; including the politics, practices, philosophies, and benefits. The importance of having a philosophy of inclusion and having the interpersonal skills to work with diverse populations (e.g. mental, physical, age, youth, multicultural, etc.) Identification of barriers to participation and development of strategies to promote active lifestyles	• RECR 1160: Foundations of Leisure and Recreation • RECR 1162: Direct Leadership in Recreation • RECR 1166: Valuing Diversity in Leadership • RECR 3120: Promoting Wellness within Communities	
Inclusion practices in parks, recreation and culture facility design	Location, environmental issues, population to be served, programs to be housed, and physical and political implications specific sites in settings.	• RECR 1166: Valuing Diversity in Leadership	

Understanding of roles and interrelationships and use of diverse delivery systems in promoting community development	The impact the programs/plans will have on the immediate and surrounding communities, duplication of services, growth, and populations to be served. Description of community outreach concepts, principles, and procedures	• RECR 1166: Valuing Diversity in Leadership • RECR 1168: Recreation Program Planning • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 3200: Management of Community Events and Festivals • MARK 3250 - Public Relations	RP1 - Ability to establish and maintain effective working relationships with a variety of external and internal contacts. RPII - Ability to establish and maintain effective working relationships with a variety of external and internal contacts.
Understanding of roles and interrelationships in and use of diverse delivery systems in promoting economic development	The impact the services delivery systems have on the economic development of a community, including the costs and benefits of program provision.	• RECR 1166: Valuing Diversity in Leadership • FMGT 2308 - Accounting Computer Applications	
Understanding the various service delivery models within the municipal landscape.	Description of service delivery models that unique to specific communities (eg – Vancouver Community Associations, Recreation Committees/Commissions to City Council, Not Profit Boards Understanding and having the ability to work within the political landscape of the organization.	• RECR 1170 – Introduction to Recreation Facilities and Environment • RECR 1166: Valuing Diverstiy in Leadership • RECR 3230 – Leadership and Management in Community Recreation • RECR 3200 Management of Community Events and Festivals • RECR 3260: Managing Cultural Programming in the Community	

Competency – Human Resources

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Staff training and development	Designing, training and supervising a staff capable of delivering excellent customer service	• RECR 4270: Management of Recreation Facility Systems • BUSM 2200 - Organizational Behaviour • RECR 1170: Introduction to Recreation Facilities and Environments	RP1 - Ability to recruit, train and evaluate part -time instructors
Supervision of staff	Providing appropriate levels of supervision for all levels of services delivered Ability to serve effectively as a front-line supervisor Ability to implement human resource management procedures and policies, including staffing (recruitment, development, retention, separation), labor law, ethics, personnel action, communication of benefits, training.	• RECR 2361: Applied Leadership in Recreation Organizations • RECR 3230: Leadership and Management in Community Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4160: Professionalism in Recreation Management • RECR 3260: Managing Cultural Programming in the Community • BUSM 2115 - Human Resources Management • BUSM 2200 - Organizational Behaviour	RPII - Ability to plan, assign, supervise and review the work of subordinates engaged in recreational work and to recruit, train and evaluate part-time instructors. RFPS - Ability to supervise the work of subordinates engaged in recreational and clerical work.
Understanding of the principles and procedures of supervisory leadership;	Interpersonal communication; motivation; managing employee performance; supervisory leadership; discipline and separation; ethics and standards of conduct; managing volunteers, part-time, and seasonal	• RECR 2361: Applied Leadership in Recreation Organizations • RECR 3230: Leadership and Management in Community Recreation • RECR 3260: Managing Cultural	RFPS - Ability to communicate effectively orally and in writing and to prepare various records related to the work.

	staff. Ability to communicate effectively, both orally and in writing, with internal and external stakeholders, customers, consumers, and associates. Understanding the value of volunteers to enhance community recreation and cultural programs and services. Ability to recruit, direct, motivate, evaluate and reward community volunteers.	Programming in the Community • RECR 4160: Professionalism in Recreation Management • BUSM 2115 - Human Resources Management	RFPS - Ability to communicate effectively orally and in writing and to prepare various records related to the work.
Understanding of group dynamics and processes.	Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes. Teamwork; an inclusiveness to different styles of thinking and working, being open; being focused more on internal or working relationships.	• RECR 2361: Applied Leadership in Recreation Organizations • BUSM 2200 - Organizational Behaviour • BUSM 4120 - Organizations and Change • RECR 1162: Direct Leadership in Recreation •	
Understanding of the fundamental principles of	Human resource planning and staffing, compensation, staff	• RECR 4160: Professionalism in Recreation Management	

| human resources management; staffing, compensation, staff development, labor relations, collective-bargaining, conflict resolution, negotiation, decision-making models, employment law, grievance management, and workplace diversity. | development, labor relations and collective-bargaining, conflict resolution of the negotiation, decision-making models, employment law, grievance management, and workplace diversity. | • BUSM 2115 - Human Resources Management
• BUSM 4120 - Organizations and Change
• RECR 1170: Introduction to Recreation Facilities and Environments
• RECR 1270: Applied Skills in Recreation | |

Competency – Program and Event Planning

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Understanding of the programs and services to enhance individual, group, and community quality of life.	Content and purpose of programs and services that relate to individual and group goals and values, benefits of recreation experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality-of-life.	• RECR 1160: Foundations of Leisure and Recreation • RECR 3120: Promoting Wellness within Communities • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4150: Community Recreation Systems • MARK 3250 - Public Relations • RECR 1168: Recreation Program Planning	RP1 - Ability to assist community groups in the organization and implementation of programs and activities.

		• RECR 4270: Management of Recreation Facility Systems	
Understanding the social impacts of recreation and cultural programs and services.	Social benefits of individuals participating in recreation, cultural and sport programs (eg. Meeting new friends, combatting social isolation, feeling a part of a community) Social makeup of the community; engaged residents contribute to a healthier community.	• RECR 1168: Recreation Program Planning • RECR 1160: Foundations of Leisure and Recreation • RECR 3120: Promoting Wellness within Communities • RECR 3260: Managing Cultural Programming in the Community	
Understanding of principles related to assessment of individual, group, and community needs	The variety of assessment techniques to determine need and their use. (e.g. focus groups, surveys, evaluation forms, on-line tools, etc.)	• RECR 1162: Direct Leadership in Recreation • MARK 3250 - Public Relations	RFPS - Considerable knowledge of organized community recreation principles and practices
Understanding of principles related to the development of outcome-oriented goals and objectives.	Development of outcome-oriented goals and objectives based upon formal needs assessment.	• RECR 1162: Direct Leadership in Recreation • RECR 1168: Recreation Program Planning • RECR 3260: Managing Cultural Programming in the Community	RPII - Ability to assist community groups in the organization and implementation of programs and activities.
Identification and coordination of the various programs, events, facilities and resources within the community.	Availability and accessibility of programs, resources and facilities; the social, cultural and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sector of programs within and outside the direct service area.	• RECR 1168: Recreation Program Planning • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	

Marketing of programs/events.	Advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations.	• RECR 1168: Recreation Program Planning • RECR 3200: Management of Community Events and Festivals • RECR 3260: Managing Cultural Programming in the Community • MARK 3250 - Public Relations	
Organization and implementation of programs/events; customer service; program registration; managing participant complaints, and execution of programs/services	Based upon outcome oriented goals and objectives, knowledge of participant – leader interface; customer service considerations; program registration procedure; managing participant complaints, and actual implementation of programs for individuals and groups.	• RECR 1162: Direct Leadership in Recreation • RECR 1168: Recreation Program Planning • RECR 3260: Managing Cultural Programming in the Community • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations	RP1 - Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs. RPII - Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs. RPII - Sound knowledge of the methods, practices, policies and procedures applicable to the work.
Evaluation of programs/events; evaluation approaches and models, data collection methods, ethical responsibilities	Participant-oriented evaluation, program-oriented evaluation, and organization- oriented evaluation processes; evaluation approaches and model; data collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.	• RECR 1168: Recreation Program Planning • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	
Ability to use various	Utilizing ethical considerations,	• RECR 1162: Direct Leadership in	

| leadership techniques to enhance the individual, group, and community experiences. | leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.

Facilitate the development of teams and coalitions to work proactively to address common goals.

Work proactively to develop diverse teams; support collaboration.

Collaborate with community groups; develop positive working relationships; develop connections and partnerships with community and business organizations. | Recreation
• MARK 3250 - Public Relations | |

Competency – Administration/Management			
Competency Title	**Understanding of Competency**	**Related Courses in Langara Recreation Studies Learning**	**Positions within NVRC** **RPI – Recreation Programmer I**

		Outcomes - Appendix A	RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Agent of organizational management and change	Work with and create or recognize synergies between recreation and other disciplines such as engineering, planning, finance, police, fire, cultural services. Understanding of how other municipal departments operate and the role recreation can play in delivering effective services (eg – cooperation of various departments in special events (police, engineering, parks and recreation, finance, human resources, social planning). Facilitate organizational and community capacity to engage in positive dialogue on issues related to, or affecting, recreation, culture and parks. The principles of change management and is able to position organizations and communities to respond to current issues. Knowledge of business ethics, including developing and enforcing codes of conduct, recognizing bases for ethical decision making, and	• RECR 1166: Valuing Diversity in Leadership • RECR 1170: Introduction to Recreation Facilities and Environments • RECR 1270: Applied Skills in Recreation • RECR 3230: Leadership and Management in Community Recreation • RECR 3160: Leisure Theory and Applications • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4270: Management of Recreation Facility Systems • BUSM 2200 - Organizational Behaviour • BUSM 4120 - Organizations and Change • FMGT 2308 - Accounting Computer Applications	RP1 - Ability to establish and maintain effective working relationships with a variety of external and internal contacts. RPII - Ability to establish and maintain effective working relationships with a variety of external and internal contacts. RFPS - Ability to oversee the day-to-day operations of a recreation facility.

	conducting stakeholder analyses. Use evaluation data for decision making and ability to provide rationale, based on policy for decisions that are made. Use park and recreation foundations knowledge for making reasoned decisions and interpreting those decisions to boards and community leaders. Ability to effectively work in the political arena and describe political processes and political advocacy Ability to effectively work with and describe the composition, appointment, authority, and responsibility of recreation boards, committees and commissions.		
Ability to apply basic principles of research and data analysis related to recreation, parks, and cultural services.	Application of appropriate research methodology and statistical analysis for assessment, planning, and evaluation processes; application of evidence-based decision-making. Access, engage, and utilize research initiatives that can catalogue and advance recreation, culture and parks understanding and practice.	• RECR 1170: Introduction to Recreation Facilities and Environments • RECR 1270: Applied Skills in Recreation • RECR 2470: Recreation Issues and Trends • RECR 2361: Applied Leadership in Recreation Organizations • RECR 3120: Promoting Wellness within Communities • RECR 3160: Leisure Theory and Applications	

		• RECR 3260: Managing Cultural Programming in the Community • RECR 4150: Community Recreation Systems • RECR 4270: Management of Recreation Facility Systems • RECR 4400: Applied Major Project	
Understanding of the fundamental principles and procedures of management; organizational goals; policy formulation, governance, organizational structures, and information technology management.	Organization philosophy, goals and objectives; planning system; policy and procedure formulation; governance an oversight; power and politics; organizational design and structures; and information technology management.	• RECR 4160: Professionalism in Recreation Management • RECR 4150: Community Recreation Systems • BUSM 4120 - Organizations and Change	RP1 - working knowledge of the methods, practices, policies and procedures applicable to the work. RFPS - Considerable knowledge of the rules, regulations, policies, procedures and statutes governing the work. Sound knowledge of administrative practices and procedures applicable to the work.
Understanding the principles of budgeting and financial management.	Financing, budgeting methods, fiscal accountability, fiscal policies, purchasing, and inventory control. Use of key financial tools: budgets, variance reports, income statements, statements of cash flow, break-even analysis, balance sheets, key financial ratios, return-on-investment,	• RECR 1270: Applied Skills in Recreation • RECR 4160: Professionalism in Recreation Management • FMGT 2308 - Accounting Computer Applications	RPII - Ability to prepare and maintain records and reports related to the work and prepare preliminary operating budget estimates. RFPS - Ability to prepare and monitor an operating budget.

	net present value, future value, internal rate of return Interpretation of basic accounting documents and description of accounting procedures used in park and recreation departments. Cash management, including development and deployment of control procedures associated with cash handling. Establish policy and guidelines regarding the use of fees and charges. Name and recognize park and recreation revenue sources. Contents and use of capital improvement plans and description of capital assets. Management of contracts. Policy and guidelines for the requisition and purchase of equipment and supplies. Descriptive use of different types of taxes for parks and recreation (property tax, sales tax, calculate property taxes based on mill rates)		

Grants and sponsorships	Preparation and management of proposals for grants, sponsorships, and donations.	• RECR 3200: Management of Community Events and Festivals • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations RECR • RECR 3260: Managing Cultural Programming in the Community	
Understanding of the principles related to agency marketing strategies; public relations strategies, media relations.	Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product lifecycles; advertising; various forms of media, including print, broadcasts, and online; media planning and buying; copywriting; planning programming public relations events; implementing public relations strategies through various forms of media; and media relations. Analyze, create, and carry-out effective and innovate messaging, branding, and positioning of the recreation, culture and parks sector.	• RECR 1168: Recreation Program Planning • RECR 3200: Management of Community Events and Festivals • MARK 3250 - Public Relations	
Ability to utilize the tools of professional communication; public speaking, technical writing, audiovisual/media resources.	Technical writing, public speaking, and audio visual/media multimedia resources.	• RECR 2470: Recreation Issues and Trends • RECR 3260: Managing Cultural Programming in the Community • RECR 4160: Professionalism in Recreation Management • RECR 4400: Applied Major Project • BUSM 2200 - Organizational Behaviour • MARK 3250 - Public Relations	RP1 - Ability to prepare and maintain records and reports related to the work. RPII - Ability to prepare and maintain records and reports related to the work and prepare preliminary operating budget estimates.
Ability to apply current technology to professional	Application of current technology separately and integrated formats of	• RECR 1170: Introduction to Recreation Facilities and	

practice; word processing, spreadsheets, database management, graphic software problem, webpage development.	professional practice. Examples of technology including: wordprocessing, spreadsheets, database management, presentation and graphic software, and webpage development.	Environments • RECR 4400: Applied Major Project • RECR 4160: Professionalism in Recreation Management • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations	
Knowledge of the principles and procedures of developing assessment of recreation areas and facilities	Social, environmental, and physical, planning and development of facilities, functional design, and evaluation of facility functionality, and operation and maintenance of recreation facilities. Basic planning models and principles as they relate to the development and construction of recreational area/facilities. Principles of functional design to maximize participation while maintaining a sound environment. Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.	• RECR 1170: Introduction to Recreation Facilities and Environment • RECR 2470: Recreation Issues and Trends • FMGT 2308 - Accounting Computer Applications • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community	RFPS - Considerable knowledge of the rules, regulations, policies, procedures and statutes governing the work. Sound knowledge of administrative practices and procedures applicable to the work.
Community Engagement	Ability to take interpret comments and suggestions from the community about evolving trends and needs	• RECR 4270: Management of Recreation Facility Systems • RECR 2470: Recreation Issues and Trends • MARK 3250 - Public Relations	

	Take initiative to recommend changes and new ideas for community programs and events	• RECR 4150: Community Recreation Systems	

Competency – Legal Aspects

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Understanding of recreation, park and cultural services legal foundations and legislation.	Description of the various legal foundations authorizing park and recreation service delivery; e.g., enabling legislation, regional districts.	• RECR 1170: Introduction to Recreation Facilities and Environments • RECR 1270: Applied Skills in Recreation Operations • RECR 4270: Management of Recreation Facility Systems • MARK 3250 - Public Relations	
Contractual agreements	Coordinate rental agreements to satisfy stakeholder needs.	• RECR 1270: Applied Skills in Recreation Operations • FMGT 2308 - Accounting Computer Applications • RECR 4270: Management of Recreation Facility Systems	
Regulatory agents and methods of compliance; health regulations, human rights regulations, fire regulations, and	Enabling laws; public and private regulatory agencies; national, provincial, and local agencies and regulations; Human Rights, Workers Compensation (WCB), WorkSafe,	• RECR 1270: Applied Skills in Recreation Operations • RECR 4270: Management of Recreation Facility Systems • BUSM 2115 - Human Resources Management	

consumption of alcohol regulations.	Pubic Health, Employment Standards (ESA) and property law.	• FMGT 2308 - Accounting Computer Applications	
Understanding of the principles of safety, emergency, and risk management related to recreation, parks and cultural services and facilities.	Components of risk management planning; security, emergency procedures; safety/law enforcement. Contribute to the safe and effective management of recreation and parks venues and develop, establish and implement basic safety practices. Recognize safety hazards for staff and public and take appropriate action. Assess and manage risk. Manage localized emergencies and participate in management of community-wide crises. Recognize and manage disruptive behaviors. Understand and describe legislation related to risk, safety, and security including, but not limited to the Human Rights Act, liability, public health regulations. Understand and implement principles, and procedures for	• RECR 1162: Direct Leadership in Recreation • RECR 1168: Recreation Program Planning • BUSM 2115 - Human Resources Management • RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 4270: Management of Recreation Facility Systems • RECR 3200: Management of Community Events and Festivals	

	emergency response management. Understand and manage issues related to traffic and crowd control management when hosting special events		

Competency – Parks and Recreation Maintenance and Operations

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Maintenance Management Plans	Describe concepts, principles, and procedures for developing and implementing maintenance management plans.	• RECR 1170: Introduction to Recreation Facilities and Environment • RECR 1270: Applied Skills in Recreation Operations	
Preparation, operation, and maintenance of recreation venues.	Planning, organizing, developing, and scheduling of routine, preventative, and emergency maintenance and operational tasks; managing of facilities and physical resources; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance and make decisions based on	• RECR 1170: Introduction to Recreation Facilities and Environment • FMGT 2308 - Accounting Computer Applications	RFPS - Considerable knowledge of the operational and minor maintenance requirements of a recreation facility.

	environmental assessments. Assessment of the various functions of a recreation facility.		
Demonstrate and implement knowledge of energy and environmental conservation strategies.	Places a priority and applies environmental strategies.	• RECR 1170: Introduction to Recreation Facilities and Environment • RECR 1270: Applied Skills in Recreation Operations • FMGT 2308 - Accounting Computer Applications	
Use of recreation and parks venues	Develop schedules to optimize the use of recreation and parks venues.	• RECR 1170: Introduction to Recreation Facilities and Environment • FMGT 2308 - Accounting Computer Applications • RECR 3260: Managing Cultural Programming in the Community	
Provision and maintenance of recreation and parks venues	Apply knowledge of diversity, legislation, standards, policies, and regulations that may affect the provision and maintenance of recreation and parks venues.	• RECR 1170: Introduction to Recreation Facilities and Environment • RECR 1270: Applied Skills in Recreation Operations • FMGT 2308 - Accounting Computer Applications	

Competency – Parks and Recreation Planning and Development

Competency Title	Understanding of Competency	Related Courses in Langara Recreation Studies Learning Outcomes - Appendix A	Positions within NVRC RPI – Recreation Programmer I RPII – Recreation Programmer II RFPS - Recreation Facility and Program Supervisor
Vision, Mission and Values	Ability to design outcome-based mission statements, process-based vision statements, values statements, and tag lines.	• RECR 2361: Applied Leadership in Recreation Organizations	
Contribute to the development of partnership agreements related to joint use.	Ability to create partnerships and agreements, establish collaborative relationships with other agencies. Ability to craft memoranda of understanding.	• RECR 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations	
Strategic and critical thinking	Utilizes a proactive system thinking/holistic approach Understand the symbiotic relationship between staff and public. Apply strategies for learning about a community, its key stakeholders, and its resources. Demonstrate knowledge of the roles and responsibilities of the business, government, and voluntary/non-profit sectors.	• RECR 2470: Recreation Issues and Trends RECR • 2260: The Arts and Heritage in Recreation • RECR 3260: Managing Cultural Programming in the Community • RECR 3120: Promoting Wellness within Communities • RECR 4400: Applied Major Project • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations	

	Demonstrate knowledge of social capital and organizational and community assets (e.g. physical, human, financial, and environmental).		
	Apply techniques that will generate creative, out-of- the-box thinking.		
	Aware of community's culture or DNA.		
	Facilitate the development of systems and processes that will foster an environment conducive to success		
	Apply critical thinking and vision skills to foster attitudes and actions, such as strategic planning, that position the recreation, culture and parks sector at the forefront of sector specific, national, and global issues.		
Knowledge of park and recreation planning and development	Create and use the following types of plans: • Facility Operations Plans • Site Concept Plans • Strategic Plans • Business Plans • Risk Management Plans • Recreation Program Plans • Financial Plans • Operational Pro-Forma Plans • Feasibility Studies	• RECR 4270: Management of Recreation Facility Systems • RECR 4400: Applied Major Project • FMGT 2308 - Accounting Computer Applications • MARK 3250 - Public Relations	

	• Resource Management Plans • Phased Development Plans Implement concepts, principles, and procedures for developing and implementing comprehensive recreation and park master plans. Understand the concept and need of involving individuals, special interests, and community in planning processes. Understand the issues and concepts of a consultant selection process		

Learning Outcomes for Courses in Recreation Diploma, Bachelor of Recreation Management Degree, Business Management, Marketing Management and Financial Management

Recreation Diploma

RECR 1160: Foundations of Leisure and Recreation

- Articulate several important concepts of leisure, recreation and play.
- Describe the benefits of recreation for individuals and communities.
- Describe the impact of historical and contemporary influences on culture, leisure, play and recreation.
- Describe the scope of the field and list a wide variety of programs, facilities, activities, and examples within the field of recreation.
- Articulate the ideals, values, and benefits of leisure, recreation and play.
- Develop and articulate their own philosophy of recreation and recreation leadership.
- Distinguish between various recreation delivery systems (i.e. the public, not-for-profit, and commercial sectors).

RECR 1170: Introduction to Recreation Facilities and Environment

- Apply the basic principles and practices of the operation of selected recreation facilities and environments.
- Refer to and quote standards, legislation and regulations that impact the delivery of resources through recreation facilities and environments.
- Appropriately use the language and current terminology of recreation facilities and environment operations.
- Articulate the basic steps that need to be addressed in mounting a recreation program or special event.
- Articulate basic new trends and innovative practices in recreation facility operations being promoted by government, the private and commercial sectors, and professional groups.
- Articulate requirements for career entry-level positions in the field of recreation facility operations.

RECR 1162: Direct Leadership in Recreation

- Know, analyze and apply direct leadership skills in a recreation setting.
- Develop and demonstrate character as a leader.
- Understand how to create and implement lesson plans.
- Understand, develop and respond to groups and group dynamics.
- Empower and motivate self and others to participate.
- Recognize and manage conflict.
- Be inclusive to people with varying abilities and disabilities.
- Create and maintain physical and emotional safe environments.
- Promote and encourage inclusion.
- Lead independently.

RECR 1166: Valuing Diversity in Leadership

- Demonstrate an understanding of the scope of services for persons with diverse backgrounds and abilities;
- Identify, describe, develop and discuss policies in topic areas including multicultural diversity, gender equity, human rights, and inclusion;
- Demonstrate the ability to identify barriers to participation, analyze the cause and impact on persons within the community and implement a process for change;
- Name and describe the needs of persons with diverse backgrounds and abilities;
- Research and investigate the composition of our communities and identify why program needs vary within different communities and within different segments of communities;
- Develop strategies for inclusion of all members in community leisure services;
- Name and describe community resources and support organizations available to persons with diverse backgrounds and abilities.

RECR 1168: Recreation Program Planning

- Assess needs of existing and potential markets and communities within organizational settings.
- Coordinate the design, preparation, implementation, monitoring and evaluation of services.
- Produce intentional values-based architecture in program design primarily within organizational systems (able to program to outcomes).
- Understand and utilize a rational program planning process within organizational systems.
- Understand and implement public relations strategies, research and niche marketing techniques (organizational image, communications, and customer service).
- Assess program appropriateness and management of safety within recreation facilities.
- Understand programmer's roles and duties to operate appropriately in organizational systems.
- Develop objectives and learning outcomes which translate to holistic experiences for participants.

RECR 1270: Applied Skills in Recreation Operations

- Process of working knowledge of the current terminology and vocabulary in the language of facility maintenance operations
- Have an in-depth understanding of recreation facilities maintenance and it's subsequent relationships with labor relations, legal liability, contracting out, and general facilities operations.
- Understand new trends and innovative practices and the recreation facilities maintenance field.

- Have a feel for the practical applications of maintenance by combining in class-material with field trips and visits to selected recreation facilities

RECR 2288: Personal Portfolio Development and Seminar

- Define and describe the concept and the key methods of reflective practice in recreation services.
- Identify and evaluate a variety of niche learning experiences that help the learner gain competence in recreation specialty areas of their choice.
- Define, evaluate and refine the basic principles and assumptions that underline their recreation practice.
- Design and implement a self-directed learning plan to build their skills, knowledge and attitudes in recreation specialty areas of their choice.
- Articulate the benefits of continuing professional development and life-long learning.

RECR 2260: The Arts and Heritage in Recreation

- Understand and appreciate the history and development of the arts, culture and heritage in relation to recreation services.
- Understand the value of arts, culture and heritage activities as a leisure time choice.
- Demonstrate knowledge of purposes, principles and policies for arts, culture and heritage programming.
- Demonstrate knowledge of arts, culture and heritage facilities, resources, services and activities in relation to best practices.
- Encourage diverse approaches to the role of arts programming in community life.
- Facilitate partnerships with organizations, cultural groups and artists in order to advocate for greater arts programming in community life.
- Become aware of current arts, culture and heritage trend/ issues as they relate to the community and the field of recreation.
- Gain an understanding and appreciation for Community Cultural Development.

RECR 2470: Recreation Issues and Trends

- List and describe a variety of research methods used in recreation research.
- Apply critical thinking to a wide variety of issues and trends in the field.
- List and describe a variety of issues and trends in recreation in Canada, and globally.
- Critically assess different perspectives as they apply to issues and trends in recreation.
- Demonstrate respect for, and openness to, divergent opinions.
- Reflect upon their own values as they relate to controversial perspectives or problematic elements in recreation.

- Research and describe "best practices" and exemplary programs or initiatives as they relate to issues and trends in recreation.
- Present relevant information and perspectives in a clear and informative manner.

RECR 2361: Applied Leadership in Recreation Organizations

- Define and describe key concepts of leadership as they apply to work in the field of recreation.
- Make connections between various key concepts regarding leadership and management.
- Create a vision that can inspire self and others.
- Demonstrate key strategies for team building and leadership development.
- List a variety of team-building and leadership development activities.
- Recognize, analyze, and collect high quality resources pertaining to the practice of leadership in recreation organizations.

RECR 2388: Internship Orientation and Portfolio Development

- List and describe the duties, responsibilities and assignments (focus areas and modules) of the upcoming internship placement.
- Investigate a variety of potential placement sites, and select a site that matches their interests and challenges their skills
- Demonstrate a variety of "essential abilities" such as critical thinking, effective communication, and time management skills.
- Implement a self-directed learning plan that is designed to further their competency in a recreation specialty area of their choice.
- Articulate the benefits of continuing professional development and life-long learning.

RECR 2487: Recreation Internship

- 14 week of work experience in the recreation field
- Apply learning's from the Recreation Leadership Diploma
- Reflect on learning's from the Recreation Leadership Diploma (on line and presented orally)

Bachelor of Recreation Management Degree (BRM)

RECR 3120: Promoting Wellness within Communities

- Explain the benefits of wellness and a balanced lifestyle for individuals, groups, organizations and communities
- Develop and implement personal wellness and self care strategies
- Research, critique and develop wellness strategies for organizations (employees and volunteers)
- Research, critique and develop wellness initiatives and partnerships for communities
- Be familiar with the latest trends, issues and best practices in personal, organizational and community wellness

RECR 3230: Leadership and Management in Community Recreation

- Identify personal leadership values
- Critique strengths and weaknesses of the learner's current leadership practices
- Develop and implement plans for leadership self improvement
- Recognize, and integrate into personal practice, examples of inspiring leadership
- Describe a wide variety of concepts for effective leadership in recreation
- Develop a plan for positively changing a specific recreation organization

RECR 3200: Management of Community Events and Festivals

- Articulate why special events have evolved in human society, why they are so popular, and how special events and festivals contribute to community development and impact the stakeholders and host communities
- Through delivery of a special event or development of a special event plan, employ community development strategies to achieve community goals
- Apply functions of management to a large-scale special event (hallmark, major, and/or local or community event)
- Plan, organize, lead and document a community event or festival. Choose appropriate marketing strategies, collaborate with appropriate partners, sponsors and other key stakeholders to deliver a successful event / event plan

RECR 3160: Leisure Theory and Applications

- Define and describe selected concepts of leisure theory that form the foundations of the field;
- Evaluate the relevance of leisure and recreation concepts to their own lives and to their work in the field;

- Describe how selected concepts can be applied to the practice of recreation leadership and organizations;
- Critically analyze underlying assumptions pertaining to the pursuit of leisure and the practice of recreation and leadership in recreation;
- Research, evaluate and describe how current recreation organizations utilize key concepts of leisure theory.

RECR 3260: Managing Cultural Programming in the Community

- Define and articulate key terminology including: art, heritage, culture, cultural policy, community cultural development and cultural assets in relationship to recreation service delivery.
- Research and analyze cultural policy in relationship to managing and developing cultural programming in the field of recreation.
- Acquire and demonstrate the capability to lead and strategize community participation in arts programming.
- Define and describe the historical and current practices in the field of community cultural development at a local, regional and global level.
- Demonstrate the ability to administrate meaningful and engaged arts-based experiences which includes: program development, promotion/communication, hiring and working with teaching artists, volunteer coordination, engaging community participation and evaluation.
- Examine and evaluate the intersection between the arts, culture and heritage and its role in working with diversity in community in order to combat social exclusion while supporting community empowerment through involvement and ownership.
- Develop the skill to network, build partnerships and perform outreach possibilities in order to enhance the role of the arts and cultural programming in the community you serve.

RECR 4160: Professionalism in Recreation Management

- List and describe key characteristics of a professional, and relate these to the field of recreation
- Reflect upon and analyze their own practice as professionals, and to use this to improve their performance
- Create a basic framework for ethical and professional decision-making in recreation management
- Describe the effective application of consequence, rule and virtue based ethical theories to a wide variety of recreation-related case studies
- Understand the basics of professional communication
- Explain key human resource and budgeting practices essential to managemen

RECR 4150: Community Recreation Systems

- Research and report on key recreation-related elements in a given community.
- Apply principles of system theory in the analysis of recreation in a given community including health, fitness, community sport, arts, not-for-profits, parks volunteer, community-based tourism, and information services.
- Describe complex recreation systems and relationships to other community systems.
- Describe purpose and function of a wide variety of recreation related systems such as: health, fitness, community sport, arts, not-for-profits, parks, volunteer, community-based tourism, and information services.
- Integrate and optimize community recreation-related systems in best practices.

RECR 4270: Management of Recreation Facility Systems

- Complete a recreation/cultural facility and environmental inventory of a given community
- Conduct a needs assessment related to a recreation/cultural facility
- Match the number and variety of programs to existing facility resources
- Research and write a feasibility and / or business case report on facility enhancement, major maintenance or retro-fit
- Apply innovative, appropriate strategies for facility / customer relations, eg. shutdown

RECR 4400: Applied Major Project

- Apply advanced recreation management knowledge and skills in a client organization.
- Plan, research and control a project that is relevant and contributes something scholarly to the recreation field
- Apply interpersonal, written communication, analytical, and critical thinking skills necessary to successfully research, create and implement a project within the field of recreation.
- Schedule resources, work activity and timelines. Provide feedback to instructor and peers within the course.
- Deliver the major project's findings, conclusions, and recommendations to the client organization and to the course instructor effectively and confidently.

Business Management (BRM Requirement)

BUSM 2115 - Human Resources Management

- Define human resources management (HRM) and analyze its strategic significance in the Canadian workplace
- Describe the changing role of HRM in response to trends in globalization, technology, diversity, e-business and ethics
- Evaluate and apply HRM functions and processes, such as job analysis and design, HR planning, recruitment and selection, performance assessment, training and development and compensation
- Discuss key characteristics of successful diversity management initiatives
- Explain the strategic importance of career planning and training and development
- Examine the impact of employee relations strategies, policies and practices on organizational performance
- Demonstrate a working knowledge of BC and Canadian Legislation impacting HRM
- Differentiate between collective bargaining and non-unionized situations
- Identify contemporary health and safety management issues in the workplace
- Interpret and apply various HRM strategies in a global context

BUSM 2200 - Organizational Behaviour

- Summarize the basic theories, concepts and fundamentals of individual behaviour, such as attitude, personality, motivation and perception
- Explain group development, dynamics and behaviour
- Distinguish how individual and group differences impact organizational performance
- Analyze organizational problems involving leadership, motivation, job design, structure, culture and ethics and apply relevant theories to create meaningful recommendations
- Define what it takes to be a High Performance Organization
- Identify issues in global management
- Interpret communication theory and how it applies to management and leadership
- Outline the various sources of power and describe how and when to use them effectively

BUSM 4120 - Organizations and Change

- Articulate the process and applicability of one key organization development model.
- Identify the different demands and the competencies required to lead change effectively.
- Detail how managers can combine strategy with organizational dynamics to create a thriving organization.
- Articulate issues, considerations, constraints inherent in leading change in an organization

- Describe the nature of organizational learning and techniques managers can use to leverage collective knowledge and experience.
- Outline the fundamental organization development process and apply it to an organizational change setting.

FMGT 2308 - Accounting Computer Applications

- Understand what accounting is and why it is important. Identify the four financial statements and explain the basic information provided. Compute and interpret basic financial statement ratios to evaluate solvency, profitability and investment performance. Prepare and interpret ratio, trend and common-size analysis.
- Understand how the balance sheet is organized. Identify the components of the balance sheet. Explain how debt and equity affect financial risk.
- Understand how a multi-step income statement is organized. Interpret trends in income statement revenues, expenses, subtotals and totals. Understand the accrual basis for accounting, revenue recognition and the matching principle.
- Understand how the statement of stockholder's equity is organized. Identify and explain common and preferred stock. Understand par value and additional paid-in capital, typical items that affect retained earnings, treasury stock, and accumulated other comprehensive income.
- Understand how the statement of cash flows is organized. Identify operating, investing and financing activities. Understand direct and indirect methods for computing operating cash flows.
- Understand the nature of cash and cash equivalents. Learn how companies report short-term and long-term investments. Understand accounts receivable and accounting for bad debts. Learn to account for inventory including the FIFO and LIFO methods. Understand accounting for property, plant and equipment including the straight-line and double-declining-balance methods. Learn how companies account for current and non-current liabilities.
- Distinguish between service, merchandising and manufacturing companies. Distinguish between direct and indirect costs. Describe costs and classify costs.
- Describe key characteristics and graphs of various cost behaviours. Prepare contribution margin income statements for service firms and merchandising firms and use segment reporting.
- Calculate the unit contribution margin and the contribution margin ratio. Use CVP analysis to find break-even points and target profit volumes. Perform sensitivity analysis and determine a firm's margin of safety and operating leverage.
- Describe and identify information relevant to short-term business decisions. Make special-order, pricing, product mix, outsourcing, and transfer-pricing decisions.
- Describe and prepare operating and financial budgets. Describe the four types of responsibility centres and prepare performance reports.
- Describe the importance of capital investments and the capital budgeting process. Compare and contrast the four capital budgeting methods. Use payback and accounting

rate of return methods to make capital investment decisions. Use time value of money to compute the present and future values of single lump sums and annuities. Use discounted cash flow models to make capital investment decisions.

MARK 3250 - Public Relations

- Explain the history of the PR industry.
- Explain the role of public relations
- Explain the distinctions and relationships between the types of key stakeholders for a variety of organizations
- Demonstrate the tools of the trade by preparing a news release, media kit, video news release and speech to execute an overall Crisis Communication Plan
- Apply the principles of public relations in an ethical and strategic manner.

Required Knowledges, Abilities and Skills from Recreation positions in NVRC:

Recreation Programmer I

- Sound knowledge of the recreational, social and cultural interests, requirements and resources of the area served.
- Sound knowledge of organized community recreation principles and practices.
- Working knowledge of the methods, practices, policies and procedures applicable to the work.
- Working knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational programs.
- Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs.
- Ability to recruit, train and evaluate part -time instructors.
- Ability to assist community groups in the organization and implementation of programs and activities.
- Ability to establish and maintain effective working relationships with a variety of external and internal contacts.
- Ability to prepare and maintain records and reports related to the work.

Recreation Programmer II

- Considerable knowledge of the recreational, social, and cultural interests, requirements and resources of the area served.
- Considerable knowledge of organized community recreation principles and practices.
- Sound knowledge of the methods, practices, policies and procedures applicable to the work.
- Sound knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational programs.
- Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs.
- Ability to plan, assign, supervise and review the work of subordinates engaged in recreational work and to recruit, train and evaluate part-time instructors.
- Ability to assist community groups in the organization and implementation of programs and activities.
- Ability to establish and maintain effective working relationships with a variety of external and internal contacts.
- Ability to prepare and maintain records and reports related to the work and prepare preliminary operating budget estimates.

Recreation Facility and Program Supervisor

- Considerable knowledge of the operational and minor maintenance requirements of a recreation facility.
- Considerable knowledge of organized community recreation principles and practices.
- Considerable knowledge of the rules, regulations, policies, procedures and statutes governing the work.
- Sound knowledge of administrative practices and procedures applicable to the work.
- Ability to oversee the day-to-day operations of a recreation facility.
- Ability to supervise the work of subordinates engaged in recreational and clerical work.
- Ability to communicate effectively orally and in writing and to prepare various records related to the work.
- Ability to establish and maintain effective working relationships with a variety of internal and external contacts; enforce facility rules, regulations and standards; and respond to and resolve enquiries and complaints.
- Ability to prepare and monitor an operating budget.

Appendix C
Comparison of Competencies and Learning Outcomes Matrixes

Comparison of Competencies and Learning outcomes for Recreation Programmer 1

Courses which have learning outcomes related to these competencies	Sound knowledge of the recreational, social and cultural interests, requirements and resources of the areas served.	Sound knowledge of organized community recreation principles and practices	Working knowledge of the methods, practices, policies and procedures applicable to the work Application of internal policy and policies, guidelines and best practices from the field (ie. BCRPA, Canadian Sport for Life), Human Resource Practices, Principles or standards for program development (recovery rates, ratios, min. registration)	Working knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational, cultural and social programs	Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs	Ability to recruit, train, and evaluate part-time instructors	Ability to assist community groups in the organization and implementation of programs and activities.	Abilities to establish and maintain effective working relationships with a variety of external and internal contacts	Ability to prepare and maintain records and reports related to the work Emails/letters – communication to staff, setting expectations, rolling out new initiatives, key messages, bad news letters. Proposals – new initiative, change in practice. Summary reports – analysis and evaluation, recommendations. Financial – budget reporting. Programming – spreadsheets for program development. Tracking reports – stats and data both quantitative and qualitative (ie. Participation numbers, satisfaction rates, trends)
RECR 1160: Foundations of Leisure and Recreation	X	X		X			X		
RECR 1170: Introduction to Recreation Facilities and	X		X				X		

Environment									
RECR 1162: Direct Leadership in Recreation		X		X	X		X		
RECR 1166: Valuing Diversity in Leadership	X	X		X			X	X	
RECR 1168: Recreation Program Planning		X	X	X	X	X	X	X	
RECR 1270: Applied Skills in Recreation Operations		X	X					X	
RECR 2288: Personal Portfolio Development and Seminar		X	X	X				X	
RECR 2260: The Arts and Heritage in Recreation		X	X	X			X	X	
RECR 2470: Recreation Issues and Trends		X	X	X				X	
RECR 2361: Applied Leadership in Recreation Organizations		X		X	X				
RECR 2388: Internship Orientation & Portfolio Development		X		X			X		
RECR 2487: Recreation Internship	X	X	X	X	X	X	X	X	X
BUSM 1100 – Introduction to Business in Canada									
English or Communications course									
English or Communications course									
RECR 3120: Promoting Wellness within	X	X		X				X	

Communities									
RECR 3230: Leadership and Management in Community Recreation		X							
RECR 3200: Management of Community Events &Festivals		X		X	X			X	
RECR 3160: Leisure Theory and Applications		X							
RECR 3260: Managing Cultural Programming in the Community	X	X		X	X		X	X	
RECR 4160: Professionalism in Recreation Management		X	X			X		X	
RECR 4150: Community Recreation Systems	X	X	X						
RECR 4270: Management of Recreation Facility Systems	X	X	X					X	
RECR 4400: Applied Major Project		X						X	
BUSM 2115: Human Resources Management						X		X	
BUSM 2200: Organizational Behaviour						X			
BUSM 4120: Organizations and Change						X			
CMNS 2228: Advanced Written Communications									
FMGT 1116: Accounting for Managers									X
LIBR 3210: On-line									X

Research and Analysis									
MARK 3250: Public Relations									

Comparison of Competencies and Learning outcomes for Recreation Programmer II

| Courses which have learning outcomes related to these competencies | Considerable knowledge of the recreational, social and cultural interests, requirements and resources of the areas served. | Considerable knowledge of organized community recreation principles and practices | Sound knowledge of the methods, practices, policies and procedures applicable to the work Application of internal policy and policies, guidelines and best practices from the field (ie. BCRPA, Canadian Sport for Life), Human Resource Practices, Principles or standards for program development (recovery rates, ratios, min. registration) | Sound knowledge of sports, social activities, crafts, arts and other pursuits related to various recreational, cultural and social programs | Ability to plan, schedule, implement, coordinate, evaluate and recommend changes to a variety of recreational, cultural and social programs | Ability to plan, assign, supervise and review the work of subordinates engaged in recreational work and to recruit, train and evaluate part-time instructors. | Ability to assist community groups in the organization and implementation of programs and activities. | Ability to establish and maintain effective working relationships with a variety of external and internal contacts | Ability to prepare and maintain records and reports related to the work and prepare preliminary operating budget estimates. Emails/letters – communication to staff, setting expectations, rolling out new initiatives, key messages, bad news letters. Proposals – new initiative, change in practice. Summary reports – analysis and evaluation, recommendations. Financial – budget reporting. Programming – spreadsheets for program development. Tracking reports – stats and data both quantitative and qualitative (ie. |

									Participation numbers, satisfaction rates, trends)
RECR 1160: Foundations of Leisure and Recreation	X	X		X			X		
RECR 1170: Introduction to Recreation Facilities and Environment	X		X				X		
RECR 1162: Direct Leadership in Recreation		X		X	X		X		
RECR 1166: Valuing Diversity in Leadership	X	X		X			X	X	
RECR 1168: Recreation Program Planning		X	X	X	X	X	X	X	
RECR 1270: Applied Skills in Recreation Operations		X	X					X	
RECR 2288: Personal Portfolio Development and Seminar		X	X	X				X	
RECR 2260: The Arts and Heritage in Recreation		X	X	X			X	X	
RECR 2470: Recreation Issues and Trends		X	X	X				X	
RECR 2361: Applied Leadership in Recreation Organizations		X		X	X				
RECR 2388: Internship Orientation & Portfolio Development		X		X			X		
RECR 2487: Recreation Internship	X	X	X	X	X	X	X	X	X
BUSM 1100 – Introduction to Business in Canada									

Course									
English or Communications course									
English or Communications course									
RECR 3120: Promoting Wellness within Communities	X	X		X				X	
RECR 3230: Leadership and Management in Community Recreation		X							
RECR 3200: Management of Community Events &Festivals		X		X	X			X	
RECR 3160: Leisure Theory and Applications		X							
RECR 3260: Managing Cultural Programming in the Community	X	X		X	X		X	X	
RECR 4160: Professionalism in Recreation Management		X	X			X		X	
RECR 4150: Community Recreation Systems	X	X	X						
RECR 4270: Management of Recreation Facility Systems	X	X	X					X	
RECR 4400: Applied Major Project		X						X	
BUSM 2115: Human Resources Management						X		X	
BUSM 2200: Organizational Behaviour						X			
BUSM 4120: Organizations and Change						X			

CMNS 2228: Advanced Written Communications									
FMGT 1116: Accounting for Managers									X
LIBR 3210: On-line Research and Analysis									X
MARK 3250: Public Relations									

Comparison of Competencies and Learning outcomes for Recreation Facility and Program Supervisor

Courses which have learning outcomes related to these competencies	Considerable knowledge of the operational and minor maintenance requirements of a recreation facility.	Considerable knowledge of organized community recreation principles and practices.	Considerable knowledge of the rules, regulations, policies, procedures and statutes governing the work.	Sound knowledge of administrative practices and procedures applicable to the work. Application of internal policy and policies, guidelines and best practices from the field (ie. BCRPA, Canadian Sport for Life), Human Resource Practices, Principles or standards for program development (recovery rates, ratios, min. registration)	Ability to oversee the day-to-day operations of a recreation facility.	Ability to supervise the work of subordinates engaged in recreational and clerical work.	Ability to communicate effectively orally and in writing and to prepare various records related to the work.	Ability to establish and maintain effective working relationships with a variety of internal and external contacts; enforce facility rules, regulations and standards; and respond to and resolve enquiries and complaints.	Ability to prepare and monitor an operating budget.
RECR 1160: Foundations of Leisure and Recreation		X	X				X		
RECR 1170: Introduction to Recreation Facilities and Environment	X		X	X	X		X		
RECR 1162: Direct Leadership in Recreation							X		
RECR 1166: Valuing Diversity in Leadership							X		

Course									
RECR 1168: Recreation Program Planning		X		X			X		
RECR 1270: Applied Skills in Recreation Operations	X		X	X	X		X		
RECR 2288: Personal Portfolio Development and Seminar				X			X		
RECR 2260: The Arts and Heritage in Recreation		X		X			X		
RECR 2470: Recreation Issues and Trends		X		X			X		
RECR 2361: Applied Leadership in Recreation Organizations							X		
RECR 2388: Internship Orientation & Portfolio Development		X		X			X		
RECR 2487: Recreation Internship	X	X	X	X	X	X	X	X	X
BUSM 1100 – Introduction to Business in Canada					X		X		
English or Communications course							X		
English or Communications course							X		
RECR 3120: Promoting Wellness within Communities		X					X		
RECR 3230: Leadership and Management in Community Recreation		X					X		
RECR 3200: Management of Community Events							X		

&Festivals									
RECR 3160: Leisure Theory and Applications		X						X	
RECR 3260: Managing Cultural Programming in the Community		X						X	
RECR 4160: Professionalism in Recreation Management		X	X	X	X	X		X	
RECR 4150: Community Recreation Systems		X		X				X	
RECR 4270: Management of Recreation Facility Systems	X		X	X					
RECR 4400: Applied Major Project		X							
BUSM 2115: Human Resources Management					X	X			
BUSM 2200: Organizational Behaviour					X	X			
BUSM 4120: Organizations and Change					X	X			
CMNS 2228: Advanced Written Communications					X				
FMGT 1116: Accounting for Managers					X				
LIBR 3210: On-line Research and Analysis					X				
MARK 3250: Public Relations					X				

Recreation Diploma – Learning Outcomes for each course

RECR 1160: Foundations of Leisure and Recreation

- Articulate several important concepts of leisure, recreation and play.
- Describe the benefits of recreation for individuals and communities.
- Describe the impact of historical and contemporary influences on culture, leisure, play and recreation.
- Describe the scope of the field and list a wide variety of programs, facilities, activities, and examples within the field of recreation.
- Articulate the ideals, values, and benefits of leisure, recreation and play.
- Develop and articulate their own philosophy of recreation and recreation leadership.
- Distinguish between various recreation delivery systems (i.e. the public, not-for-profit, and commercial sectors).

RECR 1170: Introduction to Recreation Facilities and Environment

- Apply the basic principles and practices of the operation of selected recreation facilities and environments.
- Refer to and quote standards, legislation and regulations that impact the delivery of resources through recreation facilities and environments.
- Appropriately use the language and current terminology of recreation facilities and environment operations.
- Articulate the basic steps that need to be addressed in mounting a recreation program or special event.
- Articulate basic new trends and innovative practices in recreation facility operations being promoted by government, the private and commercial sectors, and professional groups.
- Articulate requirements for career entry-level positions in the field of recreation facility operations.

RECR 1162: Direct Leadership in Recreation

- Know, analyze and apply direct leadership skills in a recreation setting.
- Develop and demonstrate character as a leader.
- Understand how to create and implement lesson plans.
- Understand, develop and respond to groups and group dynamics.
- Empower and motivate self and others to participate.
- Recognize and manage conflict.
- Be inclusive to people with varying abilities and disabilities.
- Create and maintain physical and emotional safe environments.
- Promote and encourage inclusion.
- Lead independently.

RECR 1166: Valuing Diversity in Leadership

- Demonstrate an understanding of the scope of services for persons with diverse backgrounds and abilities;
- Identify, describe, develop and discuss policies in topic areas including multicultural diversity, gender equity, human rights, and inclusion;
- Demonstrate the ability to identify barriers to participation, analyze the cause and impact on persons within the community and implement a process for change;
- Name and describe the needs of persons with diverse backgrounds and abilities;
- Research and investigate the composition of our communities and identify why program needs vary within different communities and within different segments of communities;
- Develop strategies for inclusion of all members in community leisure services;
- Name and describe community resources and support organizations available to persons with diverse backgrounds and abilities.

RECR 1168: Recreation Program Planning

- Upon the successful completion of this course the learner will be able to:
- Assess needs of existing and potential markets and communities within organizational settings.
- Coordinate the design, preparation, implementation, monitoring and evaluation of services.
- Produce intentional values-based architecture in program design primarily within organizational systems (able to program to outcomes).
- Understand and utilize a rational program planning process within organizational systems.
- Understand and implement public relations strategies, research and niche marketing techniques (organizational image, communications, and customer service).
- Assess program appropriateness and management of safety within recreation facilities.
- Understand programmer's roles and duties to operate appropriately in organizational systems.
- Develop objectives and learning outcomes which translate to holistic experiences for participants.

RECR 1270: Applied Skills in Recreation Operations

- Process of working knowledge of the current terminology and vocabulary in the language of facility maintenance operations
- Have an in-depth understanding of recreation facilities maintenance and it's subsequent relationships with labor relations, legal liability, contracting out, and general facilities operations.
- Understand new trends and innovative practices and the recreation facilities maintenance field.
- Have a feel for the practical applications of maintenance by combining in class-material with field trips and visits to selected recreation facilities.

RECR 2288: Personal Portfolio Development and Seminar

- Define and describe the concept and the key methods of reflective practice in recreation services.
- Identify and evaluate a variety of niche learning experiences that help the learner gain competence in recreation specialty areas of their choice.
- Define, evaluate and refine the basic principles and assumptions that underline their recreation practice.
- Design and implement a self-directed learning plan to build their skills, knowledge and attitudes in recreation specialty areas of their choice.
- Articulate the benefits of continuing professional development and life-long learning.

RECR 2260: The Arts and Heritage in Recreation

- Understand and appreciate the history and development of the arts, culture and heritage in relation to recreation services.
- Understand the value of arts, culture and heritage activities as a leisure time choice.
- Demonstrate knowledge of purposes, principles and policies for arts, culture and heritage programming.
- Demonstrate knowledge of arts, culture and heritage facilities, resources, services and activities in relation to best practices.
- Encourage diverse approaches to the role of arts programming in community life.
- Facilitate partnerships with organizations, cultural groups and artists in order to advocate for greater arts programming in community life.
- Become aware of current arts, culture and heritage trend/ issues as they relate to the community and the field of recreation.
- Gain an understanding and appreciation for Community Cultural Development.

RECR 2470: Recreation Issues and Trends

- List and describe a variety of research methods used in recreation research.
- Apply critical thinking to a wide variety of issues and trends in the field.
- List and describe a variety of issues and trends in recreation in Canada, and globally.
- Critically assess different perspectives as they apply to issues and trends in recreation.
- Demonstrate respect for, and openness to, divergent opinions.
- Reflect upon their own values as they relate to controversial perspectives or problematic elements in recreation.
- Research and describe "best practices" and exemplary programs or initiatives as they relate to issues and trends in recreation.
- Present relevant information and perspectives in a clear and informative manner.

RECR 2361: Applied Leadership in Recreation Organizations

- Define and describe key concepts of leadership as they apply to work in the field of recreation.
- Make connections between various key concepts regarding leadership and management.
- Create a vision that can inspire self and others.
- Demonstrate key strategies for team building and leadership development.
- List a variety of team-building and leadership development activities.
- Recognize, analyze, and collect high quality resources pertaining to the practice of leadership in recreation organizations.

RECR 2388: Internship Orientation and Portfolio Development

- List and describe the duties, responsibilities and assignments (focus areas and modules) of the upcoming internship placement.
- Investigate a variety of potential placement sites, and select a site that matches their interests and challenges their skills
- Demonstrate a variety of "essential abilities" such as critical thinking, effective communication, and time management skills.
- Implement a self-directed learning plan that is designed to further their competency in a recreation specialty area of their choice.
- Articulate the benefits of continuing professional development and life-long learning.

RECR 2487: Recreation Internship

- 14 week of work experience in the recreation field
- Apply learning's from the Recreation Leadership Diploma
- Reflect on learning's from the Recreation Leadership Diploma (on line and presented orally)

BUSM 1100 – Introduction to Business in Canada

- Define human resources management (HRM) and analyze its strategic significance in the Canadian workplace
- Describe the changing role of HRM in response to trends in globalization, technology, diversity, e-business and ethics
- Evaluate and apply HRM functions and processes, such as job analysis and design, HR planning, recruitment and selection, performance assessment, training and development and compensation
- Discuss key characteristics of successful diversity management initiatives
- Explain the strategic importance of career planning and training and development
- Examine the impact of employee relations strategies, policies and practices on organizational performance
- Demonstrate a working knowledge of BC and Canadian Legislation impacting HRM
- Differentiate between collective bargaining and non-unionized situations
- Identify contemporary health and safety management issues in the workplace
- Interpret and apply various HRM strategies in a global context

English or Communications course (one of: ENGL 1127, ENGL 1128, CMNS 1115)

English or Communications course (one of: ENGL 1129, ENGL 1130, CMNS 1118)

3 Elective courses

Bachelor of Recreation Management (BRM) – Learning Outcomes

RECR 1160: Foundations of Leisure and Recreation

- Articulate several important concepts of leisure, recreation and play.
- Describe the benefits of recreation for individuals and communities.
- Describe the impact of historical and contemporary influences on culture, leisure, play and recreation.
- Describe the scope of the field and list a wide variety of programs, facilities, activities, and examples within the field of recreation.
- Articulate the ideals, values, and benefits of leisure, recreation and play.
- Develop and articulate their own philosophy of recreation and recreation leadership.
- Distinguish between various recreation delivery systems (i.e. the public, not-for-profit, and commercial sectors).

RECR 3120: Promoting Wellness within Communities

- Explain the benefits of wellness and a balanced lifestyle for individuals, groups, organizations and communities
- Develop and implement personal wellness and self care strategies
- Research, critique and develop wellness strategies for organizations (employees and volunteers)
- Research, critique and develop wellness initiatives and partnerships for communities
- Be familiar with the latest trends, issues and best practices in personal, organizational and community wellness

RECR 3230: Leadership and Management in Community Recreation

- Identify personal leadership values
- Critique strengths and weaknesses of the learner's current leadership practices
- Develop and implement plans for leadership self improvement
- Recognize, and integrate into personal practice, examples of inspiring leadership
- Describe a wide variety of concepts for effective leadership in recreation
- Develop a plan for positively changing a specific recreation organization

RECR 3200: Management of Community Events and Festivals

- Articulate why special events have evolved in human society, why they are so popular, and how special events and festivals contribute to community development and impact the stakeholders and host communities
- Through delivery of a special event or development of a special event plan, employ community development strategies to achieve community goals
- Apply functions of management to a large-scale special event (hallmark, major, and/or local or community event)
- Plan, organize, lead and document a community event or festival. Choose appropriate marketing strategies, collaborate with appropriate partners, sponsors and other key stakeholders to deliver a successful event / event plan

RECR 3160: Leisure Theory and Applications

- Define and describe selected concepts of leisure theory that form the foundations of the field;
- Evaluate the relevance of leisure and recreation concepts to their own lives and to their work in the field;
- Describe how selected concepts can be applied to the practice of recreation leadership and organizations;
- Critically analyze underlying assumptions pertaining to the pursuit of leisure and the practice of recreation and leadership in recreation;
- Research, evaluate and describe how current recreation organizations utilize key concepts of leisure theory.

RECR 3260: Managing Cultural Programming in the Community

- Define and articulate key terminology including: art, heritage, culture, cultural policy, community cultural development and cultural assets in relationship to recreation service delivery.
- Research and analyze cultural policy in relationship to managing and developing cultural programming in the field of recreation.
- Acquire and demonstrate the capability to lead and strategize community participation in arts programming.
- Define and describe the historical and current practices in the field of community cultural development at a local, regional and global level.
- Demonstrate the ability to administrate meaningful and engaged arts-based experiences which includes: program development, promotion/communication, hiring and working with teaching artists, volunteer coordination, engaging community participation and evaluation.
- Examine and evaluate the intersection between the arts, culture and heritage and its role in working with diversity in community in order to combat social exclusion while supporting community empowerment through involvement and ownership.
- Develop the skill to network, build partnerships and perform outreach possibilities in order to enhance the role of the arts and cultural programming in the community you serve.

RECR 4160: Professionalism in Recreation Management

- List and describe key characteristics of a professional, and relate these to the field of recreation
- Reflect upon and analyze their own practice as professionals, and to use this to improve their performance
- Create a basic framework for ethical and professional decision-making in recreation management
- Describe the effective application of consequence, rule and virtue based ethical theories to a wide variety of recreation-related case studies

- Understand the basics of professional communication
- Explain key human resource and budgeting practices essential to management

RECR 4150: Community Recreation Systems

- Research and report on key recreation-related elements in a given community.
- Apply principles of system theory in the analysis of recreation in a given community including health, fitness, community sport, arts, not-for-profits, parks volunteer, community-based tourism, and information services.
- Describe complex recreation systems and relationships to other community systems.
- Describe purpose and function of a wide variety of recreation related systems such as: health, fitness, community sport, arts, not-for-profits, parks, volunteer, community-based tourism, and information services.
- Integrate and optimize community recreation-related systems in best practices.

RECR 4270: Management of Recreation Facility Systems

- Complete a recreation/cultural facility and environmental inventory of a given community
- Conduct a needs assessment related to a recreation/cultural facility
- Match the number and variety of programs to existing facility resources
- Research and write a feasibility and / or business case report on facility enhancement, major maintenance or retro-fit
- Apply innovative, appropriate strategies for facility / customer relations, eg. shutdown

RECR 4400: Applied Major Project

- Apply advanced recreation management knowledge and skills in a client organization.
- Plan, research and control a project that is relevant and contributes something scholarly to the recreation field
- Apply interpersonal, written communication, analytical, and critical thinking skills necessary to successfully research, create and implement a project within the field of recreation.
- Schedule resources, work activity and timelines. Provide feedback to instructor and peers within the course.
- Deliver the major project's findings, conclusions, and recommendations to the client organization and to the course instructor effectively and confidently.

BUSM 2115: Human Resources Management

*A course in human and industrial relations with emphasis on the various processes and techniques of acquiring and maintaining an efficient workforce. It will examine the more technical aspects of personnel management including legal issues, compensation, and employer/employee rights in sufficient depth to give a reasonable understanding of their purpose and nature.

BUSM 2200: Organizational Behaviour

- Summarize the basic theories, concepts and fundamentals of individual behaviour, such as attitude, personality, motivation and perception.
- Explain group development, dynamics and behaviour Quizzes.
- Distinguish how individual and group differences impact organizational performance.
- Analyze organizational problems involving leadership, motivation, job design, structure, culture and ethics and apply relevant theories to create meaningful recommendations
- Define what it takes to be a High Performance Organization Identify issues in global management
- Interpret communication theory and how it applies to management and leadership
- Outline the various sources of power and describe how and when to use them effectively

BUSM 4120: Organizations and Change

- Articulate the process and applicability of one key organization development model.
- Identify the different demands and the competencies required to lead change effectively.
- Detail how managers can combine strategy with organizational dynamics to create a thriving organization.
- Articulate issues, considerations, constraints inherent in leading change in an organization
- Describe the nature of organizational learning and techniques managers can use to leverage collective knowledge and experience.
- Outline the fundamental organization development process and apply it an organizational change setting.

CMNS 2228: Advanced Written Communications

*Students will learn advanced written communication skills, including both business and technical writing. Students will learn and practice advanced editing skills and writing for the Web.

FMGT 1116: Accounting for Managers

- Understand what accounting is and why it is important. Identify the four financial statements and explain the basic information provided
- Compute and interpret basic financial statement ratios to evaluate solvency, profitability and investment performance. Prepare and interpret ratio, trend and common size analysis
- Understand how the balance sheet is organized. Identify the components of the balance sheet
- Explain how debt and equity affect financial risk
- Understand how a multi-step income statement is organized. Interpret trends in income statement revenues, expenses, subtotals and totals
- Understand the accrual basis for accounting, revenue recognition and the matching principle

- Understand how the statement of stockholder's equity is organized. Identify and explain common and preferred stock
- Understand par value and additional paid-in capital, typical items that affect retained earnings, treasury stock, and accumulated other comprehensive income
- Understand how the statement of cash flows is organized. Identify operating, investing and financing activities
- Understand direct and indirect methods for computing operating cash flows
- Understand the nature of cash and cash equivalents
- Learn how companies report short-term and long-term investments
- Understand accounts receivable and accounting for bad debts
- Learn to account for inventory including the FIFO and LIFO methods
- Understand accounting for property, plant and equipment including the straight-line and double-declining-balance methods
- Learn how companies account for current and non-current liabilities
- Distinguish between service, merchandising and manufacturing companies. Distinguish between direct and indirect costs.
- Describe costs and classify costs
- Describe key characteristics and graphs of various cost behaviours
- Prepare contribution margin income statements for service firms and merchandising firms and use segment reporting
- Calculate the unit contribution margin and the contribution margin ratio. Use CVP analysis to find break-even points and target profit volumes
- Perform sensitivity analysis and determine a firm's margin of safety and operating leverage
- Describe and identify information relevant to short-term business decisions
- Make special-order, pricing, product mix, outsourcing, and transfer-pricing decisions
- Describe and prepare operating and financial budgets
- Describe the four types of responsibility centres and prepare performance reports
- Describe the importance of capital investments and the capital budgeting process.
- Compare and contrast the four capital budgeting methods
- Use payback and accounting rate of return methods to make capital investment decisions
- Use time value of money to compute the present and future values of single lump sums and annuities.
- Use discounted cash flow models to make capital investment decisions

LIBR 3210: On-line Research and Analysis

*This course focuses on effective methodologies to research, consult, and report on information resource findings in an online environment. Students will retrieve and evaluate information in discipline-related research, services, programs, and policies from formal and informal online sources. Students will be able to evaluate and selected suitable resources that illustrate potential "best practices" and recognize circumstances requiring exhaustive versus exemplary research. Utilizing a variety of technologies, students will develop strategies to maintain currency in both technology literacy and the literature of the specific discipline. Research findings will be summarized in a report with recommendations and posted in an online environment for review by peers and other stakeholders.

MARK 3250: Public Relations

- Explain the history of the PR industry.
- Explain the role of public relations
- Explain the distinctions and relationships between the types of key stakeholders for a variety of organizations
- Demonstrate the tools of the trade by preparing a news release, media kit, video news release and speech to execute an overall Crisis Communication Plan News release
- Apply the principles of public relations in an ethical and strategic manner.

3 Elective courses

*NOTE: This is information from the course description. It is being used as a placeholder until Learning Outcomes for these courses can be inserted.